

## Activity #7: Read Alouds and the COT

### Section 2: About Read Alouds

#### Classroom Observation Tool (COT)

#### 5—Read Alouds

<i>Before Reading</i>				
English		Spanish		
Observed	NS	Observed	NS	
				Talk about <b>book and print concepts</b> such as: title, author, illustrator, or cover/parts of book, directionality, etc. (no credit is given if these are just read). 50
				Ask questions/prompt children to <b>activate prior knowledge</b> of book content or elements - related to children's knowledge (e.g., "What do you know about bears? Do you remember when..."). 52
				<b>Introduce words/concepts that build background knowledge</b> for the overall understanding of the story (e.g., When reading <u>Bear Shadow</u> , discuss the concept and meaning of the word shadow.). 339
				Tell what the story is about with a <b>brief introduction/overview</b> , such as "In this story, the lion..." 51
				Use a read aloud chart or other <b>visual aid to support or introduce</b> the read aloud or topic (e.g., flannel board pieces, puppets, other props). 49
				<b>Ask for predictions</b> ("What do you think will happen?"; "What is this story about?"; "How do you think?"). 53
				Give a <b>purpose for listening</b> to the story ("As I read, I want you to think about/listen for..."). 55
				Teacher defines a <b>comprehension strategy and explains this is generally something good readers do</b> (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "What's the bear going to do?" Child says, "Eat the honey." Teacher says, "You made a prediction which means you guessed what would happen next in the story. That is what good readers do. "). 54

<i>During Reading</i>				
English		Spanish		
Observed	NS	Observed	NS	
				<b>Read with expression</b> to capture children's attention (e.g., dramatic tone, use special voices for characters, etc.). 56
				<b>Acknowledge child responses</b> or acknowledge children who initiate their own topic during reading with simple praise or brief acknowledgement (e.g., "Good job", "You're right", repeats child's comment and/or praises). 59
				<b>Ask knowledge level, basic questions</b> (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.).

				<i>Note: Don't double code in oral language.</i> 57
				<b>Ask higher level, thinking questions</b> (analysis or thinking required, "why," "how," compare, link, explain, etc.). <i>Note: Don't double code in oral language.</i> 58
				<b>Build or expand on child responses</b> by adding more information with more than simple praise/brief acknowledgement (e.g., Child: "It's a giraffe!" Teacher: "Giraffes have really long necks;" Child: "He's mean!" Teacher: "I agree with you that he's being mean. I think he is a bully.>"). 203
				Give child-friendly, <b>explanation of vocabulary words</b> in text (e.g., "Dangerous means not safe.>"). <i>Note: Don't double code in oral language.</i> 60
				Ask children to quickly <b>act out important words or ideas</b> in story (e.g., "Let's all pretend to tremble like we're scared.>"). <i>Note: Don't double code in oral language.</i> 158
				Encourage children to <b>say/repeat a vocabulary word</b> with the teacher. <i>Note: Don't double code in oral language.</i> 340
				Model or ask children to <b>use prior knowledge</b> connected to previous themes or classroom learning topics (e.g., "What have we already learned about....?"; "We planted flowers the other day and this book is about plants.>"). 205
				Model or ask children to <b>make connections</b> between the text and their life or experiences outside the classroom (e.g., "What animals did you see when you went to the zoo with your dad?"; "Good readers think about how books remind them of things in their life. This is called making a connection. What does this book remind you of?"). 207
				Model or ask for <b>predictions</b> ("What do you think will happen if..."; "How do you think..."). 208
				<b>Follow up on predictions</b> made to confirm whether the prediction did/did not occur. 209
				<b>Model or encourage children to think about the purpose for listening</b> discussed before reading (e.g., "We were thinking about..."). 61
				Teacher models or thinks aloud to draw attention to a <b>comprehension strategy</b> (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences) (e.g., Teacher says, "I have a question about this book. Why does the ..... " Teacher says, "This picture makes me wonder about ..."). 206

<b>After Reading</b>				
English		Spanish		
Observed	NS	Observed	NS	
				<b>Ask knowledge level, basic questions</b> (have right or wrong answers based on what you can see in illustrations or hear from the words read; name, describe, recall, etc.). 63 <i>Note: Don't double code in oral language.</i>
				<b>Ask higher level, thinking questions</b> (analysis or thinking required, "why," "how," compare, link, explain, etc.). 66 <i>Note: Don't double code in oral language.</i>

			<b>Summarize the book's main idea</b> or what was learned (e.g., "In this book we learned..."). 65
			<b>Talk about or review vocabulary from the text</b> (e.g., review words on the read aloud chart, discuss vocabulary. <i>"We talked about tremble. Can you show me how you look when you tremble? What does tremble mean?"</i> ; <i>"I heard a word I didn't know – bully. What does bully mean?"</i> ). 67
			Discuss/Involve children in activities or discussions that <b>extend the read aloud</b> into whole group, transitions, centers, or small groups (e.g., props to act out story, class-made books, etc.). 70 <i>Note: Extension activity must be observed.</i>
			<b>Revisit purpose for listening</b> to story (same purpose as stated before reading). 212
			Teacher defines a <b>comprehension strategy and explains this is generally something good readers do</b> (e.g., making connections, making predictions, summarize, asking questions, using prior knowledge, comparing/contrasting, making inferences.) (e.g., <i>"We made some predictions about what was going to happen next. Sometimes we were right/wrong. Good readers make predictions because it helps them understand the book."</i> ). 62